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ABSTRACT

The following five characteristics of successful reading projects for the disadvantaged are discussed as a basis for appraising ESEA/Title I programs: (1) a child need-centered emphasis, (2) provision for teacher education, (3) use of multidisciplinary and paraprofessional personnel, (4) parent involvement, and (5) evaluation procedures. Current reading programs at the preschool, primary, and intermediate levels, operating primarily in Detroit and Los Angeles, are described. They involve comparisons of methods, the use of lay aides and reading consultants, communication skills and summer study centers, teacher training, language experience enrichment, and use of phonetic materials. The personal, social, and learning characteristics of the disadvantaged child are described; some current materials are evaluated; and recommendations for developing superior instructional materials for the disadvantaged are made. Finally, children's books dealing with nonwhite minorities are analyzed under the categories of folktales, biographies, and books about minority problems and character depiction. References and a bibliography of children's books are included. (This document previously announced as ED 028 032.) (CM)

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HIGHLIGHTS
OF THE
1967 PRE-CONVENTION INSTITUTES

Paul C. Berg
and
John E. George
Editors

BOLD ACTION PROGRAMS FOR THE DISADVANTAGED: Elementary Reading

Gertrude Whipple
Chairman of the Institute

CS000433

INTERNATIONAL READING ASSOCIATION
Newark, Delaware

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FOREWORD

The Twelfth Annual Convention of the International Reading Association met in Seattle, Washington, May 2-6, 1967. The first two days were devoted to a series of institutes dealing with specific areas in the field of reading.

The following Institutes were held:

I. Bold Action Programs for the Disadvantaged: Elementary Reading
Chairman: Gertrude Whipple
Detroit Public Schools

II. Current Administrative Problems in Reading
Chairman: Thorsten R. Carlson
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III. Reading and Concept Attainment
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Chairman: Gilbert Schiffman
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VI. In-Service Programs in Reading
Chairman: Dwane Russell
East Texas Center for Educational Services

The sessions represented by these papers attempted to examine in depth the thought and practice that currently prevails in these specialized areas. It is hoped that the reader will gain at least in small measure some of the inspiration and motivation that were produced by the sessions themselves.

Paul Conrad Berg
General Chairman

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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THE KINDS OF PROGRAMS THAT CAN DO THE JOB

Mary C. Austin

Western Reserve University

WITH THE PASSAGE of the Elementary and Secondary Education Act in 1965, the federal government through Title I has placed millions of dollars for needy children at the disposal of local school districts. Since then, literally hundreds of projects have been funded to increase the reading skills of the disadvantaged. These projects have ranged from the in-service education of teachers to the reduction of class size, from giving of perceptual training to selected groups of first graders to providing medical and social work services for seriously retarded readers. Several cities have extended their school day to permit reading improvement classes, while others have purchased mobile units which contain exhibits to enrich children's backgrounds or which house centers for diagnostic and remedial work.

Obviously, not all projects will be equally effective in meeting the needs of educationally deprived youth. On the basis of what has been learned during a nationwide survey of Title I reading programs during the past year, the following components appear to be requisite for success.

Child Need-centered

Perhaps the major impact of Title I will result from increased individual attention to deprived children. Smaller classes, diagnostic teaching procedures, and greater quantities of appropriate materials have been used to personalize instruction. To the extent possible, programs have become child need-centered--no small accomplishment.

Many disadvantaged children, however, come to school burdened with specific blocks to learning. Often they appear to be slow learners, suffering from serious deficits in language development. They may have extremely poor listening habits, limited readiness for reading as it is typically introduced, and, perhaps worst of all, the expectation to fail from the very beginning.

On the positive side, educationally disadvantaged pupils often come from environments which are rich with color, sound, and insights. Their "concrete" world of sidewalks includes stores, flats, pedestrians, and traffic jams. Outside of school they are anything but nonverbal. Indeed, their

language ability is more than adequate--rapid, fluent, less conventional, forceful. They learn from specific details by touching, seeing, smelling, doing, role playing, and acting. Teaching methods must fit their different learning styles, while curriculum plans should give evidence of high expectation and at the same time be realistic in nature. No longer can one assume that these children possess limited potentialities which should lead to a corresponding reduction of educational goals. Perhaps the former attitude of many educators actually depressed the aspirations and performance of these children, thereby permanently impairing their ability to learn.

The concern for language as meaning is obvious in almost every program directed toward overcoming reading and communication barriers of young children. Although programs vary, similarities can be noted in comparing methods and materials used with disadvantaged pupils. During preschool and early school years, attention is paid to the development of perceptual and cognitive skills, to vision, listening, speech, cultural background, and socio-emotional maturity. West Palm Beach County has initiated perceptual training for the lowest 40 percent of its first graders, as determined by the Metropolitan Readiness Test. San Antonio has undertaken a pilot program of linguistically oriented activities for its Mexican-American children. Other systems have introduced the language-experience approach with the teaching of an array of thinking skills in discussions of topics directly within group experiences and interests. While the teacher's role initially is to stimulate conversation by being a resource person and recorder of ideas, she also must keep in mind the background deficiencies and learning needs of educationally disadvantaged boys and girls.

At all levels, successful programs are attempting to promote finer shades of word meanings as the basis of fuller language development. Interrelating music, art, and physical education provides one avenue of concept growth. The reading teacher frequently acts as team leader by preparing vocabulary lists and suggesting reinforcement of concepts within the reading, music, art, and physical education classes. In many programs, too, pupils are now being exposed to new worlds through cultural enrichment activities. They are viewing art exhibits in a mobile trailer in Pinellas County and live theater dramatizations in Kansas City. In other places they are visiting the zoo, the post office, an industrial plant, a dairy, a newspaper office, a city market, or an airport. Buffalo, New York, has excellent teaching guides for those who are planning trips. Such visits encourage children to develop meaningful concepts. They also stimulate oral and written expression. Educators are in accord that the greater the variety of stimulation--in other words, the more the child sees, hears, and interprets--the more likely he will want to

learn and the more he will benefit from his learning experiences.

Among the low-income groups may be found many with impaired health. Malnutrition, inadequate clothing and housing, and lack of simple medical care are typical circumstances. The health of these children is often so poor that they are drained of not only energy but of self-esteem, too; thus dark self-images emerge. Fortunately, many school systems recognize the value of health and nutritional services and include them in their projects. These services must be made available; otherwise impoverished children cannot be expected to respond productively to the school's primary job of teaching and learning.

Teacher Education

The importance of on-the-job training for all personnel engaged in programs for the disadvantaged should not be overlooked. Admittedly, workshops in reading for teachers in Title I programs have not always been provided, and personnel have been expected to undertake reading improvement classes with little or no additional training. Such oversight on the part of those planning projects should be corrected at the earliest opportunity.

Whatever form in-service programs take, everything planned for reading teachers should be based upon known language deficits of children from the lowest socioeconomic communities, upon specific problems cited by teachers and common to many, and upon continuous operation throughout the year and from year to year. Teachers themselves should take active roles in planning in-service activities. They should also be released from their teaching duties to attend meetings or given monetary compensation if the programs are held after school. Mere presence at workshop sessions does not yield changes in instruction per se. Benefits result to the extent that teachers actively experiment with new procedures and materials in their classes.

In those systems which include in-service education as part of their overall ESEA reading projects, practices differ. They are limited only by the imaginations of those who arrange them and by the immediate needs of the groups concerned. Television courses, closed-circuit observations, school visitations, demonstrations of equipment and materials, professional study during NDEA Institutes--all have contributed to better preparation for the teaching of reading.

But teacher education for work with the educationally disadvantaged should not be limited solely to techniques for meeting the scholastic needs of this segment of the school population. The environment in which learning takes place and the effect of teacher-student relationships are factors

of prime importance in the success or failure of instruction. Obviously, the teacher and lay person working for the first time in deprived schools may experience "cultural shock" which must be treated before they can carry on effectively in the classroom.

Social changes brought about by migration from urban to rural areas, intra-city mobility, and movement from urban to suburban communities have made strong inroads on education. Sensitive to these forces, several schools have undertaken programs to give their staffs opportunities to learn about the implications of social change for teaching and learning. San Francisco, for example, schedules lecturers from the fields of criminology, anthropology, education, and sociology to discuss each of these disciplines with teachers. In these sessions, intercultural and intergroup relations are emphasized as variables which may account for discrepancies in student achievement but which are often ignored.

San Bernardino, California, annually offers a series of "sensitizing experiences" related to the work of Title I teachers. About half of the 30-hour program involves presentations by outside resource people and films. Each meeting also includes interaction by the entire group and/or small groups on such topics as The Culture of Poverty, The Dynamics of Prejudice, Aspects of Mexican-American Culture, Characteristics of the Disadvantaged as Validated by Research, and The Negro-American Child: His Background and School Problems. When teachers and principals evaluate the program, major benefits usually are seen in the recognition of the incidence of poverty, divergences in backgrounds of students, and clarification of the learning problems present in children from culturally deprived environments.

Once teachers are convinced that students whom they often mistake at first as "slow learners" are indeed learners who can be taught if they can be reached, workshops can focus upon specific techniques for accomplishing this objective. Teachers in an English program in Detroit high schools were trained to take a number of steps in establishing rapport with the disadvantaged. They learned how to provide successful daily experiences, to use cooperative planning which placed some of the decisions in the students' hands, and to consider each student's progress on the basis of his past performance, rather then in comparison with other members of his class.

Furthermore, instructors can learn to give meaningful assignments, ones for which pupils can obtain the required materials. When one teacher insisted on notebooks with pictures, she did not realize that her pupils had no magazines at home. As could be expected, some children cut pictures from books in the library. The teacher complained about the quality of work and the lack of motivation on the part of

those who did poorly. Actually poor perf rmance could be attributed more to the fact that some children resisted the temptation to cut pictures from inappropriate sources rather than that they lacked interest in completing the assignment.

Personnel: Multidisciplinary and Paraprofessional

Effective programs for the disadvantaged have brought an increase in the quality and quantity of personnel to the schools. Title I projects have added special reading teachers, speech therapists, librarian-teachers, school-community liaison persons, and teams composed of psychologists, social workers, nurses, and physicians. Each of these people is performing a valuable service in reading programs across the country.

Several cities such as Cincinnati and Kansas City recognize the need to improve developmental reading by providing resource teachers in target area buildings. Resource teachers are usually master teachers of reading who assist classroom teachers with techniques and the selection of materials.

In the primary grades, Oakland, California, hires three teachers for every two classes with one serving as a "swing" teacher who specializes in teaching reading, particularly to those who have difficulty. The swing teacher spends half time in one class and half in another. At the junior high level, the English department is divided into teams which also work on the basis of three teachers in two regular classes. Planning and execution are carried out by the team with one teacher functioning in the area of reading.

The swing teacher method has brought about increased exchange of professional ideas among teachers and according to participants, has stimulated more interchange and professional activity than any other plan. Even having an aide in the classroom has vastly improved the professional activity of the teacher.

Duties which aides perform vary from school to school but include those of a clerical nature, the operation of audio-visual equipment, and actual work with children in small groups or individually. Nonteaching personnel often read aloud to children to stimulate interest in books or to broaden backgrounds in content areas. They also read to those pupils whose reading disabilities prevent them from completing required assignments. When prepared to do so, aides work with pupils in reading improvement classes on skills development after the reading teacher has introduced new concepts. Nonprofessionals prepare taped exercises for use at a listening center, show filmstrips, present work on an overhead projector, do word analysis and vocabulary work with pupils, and carry out other activities.

Parent Involvement

Family involvement is an essential ingredient of a successful program. In many changing neighborhoods, school-community liaison personnel work effectively with parents and parent groups to help them better understand the school program and to procure needed services or clothing for their children.

A problem encountered almost universally in working with deprived pupils relates to use of nonstandard English. Many schools now help students realize that family dialects can be used in certain situations and informal standard English, in others. To help children understand the need for informal English and to motivate them to learn it requires a total family approach to language learning. Unless a total approach can be accomplished, a potentially sound program at school can be subverted at home, particularly when youngsters spend two thirds of their time away from school.

Often parents forget or don't know how to talk to their children who, consequently, may fail to develop meanings for words and are thereby limited in their communication with others. Workshop sessions with parents could help them develop confidence not only in talking with their boys and girls but also in reading aloud to the younger ones. Good books for this purpose can be introduced and discussed. Mothers can make single-story booklets to carry home to read to their families. For older pupils, mothers can prepare vocabulary cards, reading games, and other items to help at home. In these ways parents can learn to support and supplement the daily instructional program and help build a language basis for reading.

Evaluation Procedures

Theoretically, every Title I proposal states plans for evaluating the progress of the recipients of special services. Practically, however, evaluating the achievement of disadvantaged youth is difficult under the best circumstances. Almost without exception, school officers expect to conduct pre- and post-tests of reading achievement by means of standardized group instruments. In other situations, Title I directors also hope to assess attitudes toward reading and student self-perception, both before and after the programs take place.

Granted that evaluation will continue to be a difficult aspect of Title I reading projects, what steps may be helpful in gaining essential information? In the first place, given time and qualified personnel, school systems may wish to include some of the following: 1) educational records based upon a battery of tests measuring change in academic achievement, potential, and attitude toward school; 2) an intensive

study at various levels of ten high-gaining students and ten low-gaining ones, using IQ and reading tests, personality inventories, and home interviews; 3) professional staff evaluations of student growth; and 4) student and family ratings of reading interests and progress. Needed for these various appraisals would be standardized tests, rating scales, inventories, and questionnaires, the latter probably being designed especially for the individual community. More adequate reading record cards also should be designed for students in areas where a high mobility exists.

While it may appear sometimes that educators are too engrossed in statistics and that they "overtest" and "underteach," possibly because governmental agencies are seeking hard facts rather than soft data, project directors everywhere should focus greater attention on project objectives, evaluation design, and data collection.

Conclusion

Five characteristics of successful reading projects have been identified during the course of the Western Reserve University study. It is hoped that local directors will find them useful in appraising their Title I programs.

School districts in which 50 percent of those graduating can be classified as illiterate by present academic standards must take giant steps to alleviate such deficits. Tomorrow's curriculum will depend increasingly upon independent learning abilities of students. Reading is the basic tool required for such independence.

Because of the lower levels of achievement and the economic needs of a large segment of the school population, extra services will continue to be in demand for at least another decade. Indeed, a saturation of services in each deprived area appears to be the best antidote. Increased numbers of highly competent teachers and special personnel should help schools maximize the learning strengths of disadvantaged youth. Additional library facilities and enrichment activities will contribute to the development of lifelong interests in reading.

In this decade, Title I, ESEA, has made it possible for hundreds of school systems to implement programs to upgrade the reading levels of thousands of disadvantaged pupils. While the Act itself cannot guarantee excellence, it does stimulate the search for quality education for all youth and it does promise improvement. Furthermore, it enables educators to fulfill the goal of better reading instruction for all of the nation's schools.

CURRENT PROGRAMS AT THE PRESCHOOL AND PRIMARY LEVELS

Arthur M. Enzmann

Detroit Public Schools

LOOKING AT THE instructional program in the area of language skills frequently brings to mind a picture similar to a street scene in New York City at lunch time where people scurry back and forth and sideways in what appears to be harrassed, chaotic movements. One could hang labels around the necks of these scurrying people giving them such names as experience stories, basal readers, Unifon, and words in color. Action programs to improve reading develop in an exceedingly fragmented nature with each experimentor able to justify the soundness of his plan and material through statistical analysis of his own data.

A more global appraisal of pupil needs and teacher and material resources could result in a better reading program that would have basic order and cohesion. Fundamental to the development of an orderly system of language growth is the recognition that this growth proceeds on a continuum which begins in the home long before the child enters school and probably continues to his death. Those in the area of early childhood education have become increasingly aware of the importance of the child's early years as it relates to his later language facility.

Preschool

In Detroit, formal recognition of the need for continuous effort is afforded by the adoption of the nongraded primary unit which seeks to coordinate learning activities from the preschool level through the former second grade. There movement is towards an integrated language program in what formerly was three rather distinct educational levels: preschool, kindergarten, and the primary grades. Public school preschool education in Detroit began on an experimental basis in the late 1950's. It was sponsored in the main by funds allocated to the Great Cities School Improvement Program. Initial efforts were independently administered and programed by local schools. In 1964 a Preschool Child and Parent Education Project was initiated with large-scale funding by the federal government. A language education specialist was assigned full time to this project. Her efforts appear to be bringing forth considerable improvement in the language abilities of preschool children. As a result of a survey of educational needs conducted during the first months of the program,

a teacher bulletin entitled First Steps in Language Experiences for Preschool Children was developed. The Detroit preschool language program is based upon a multisensory approach. This approach seeks to work on concept development through a variety of "sense" avenues. It provides numerous opportunities for the three- and four-year-olds to touch and taste as they see, to feel and see as they hear, etc., in the hope that through the use of sense avenues the auditory and visual perceptions of children can be enhanced. As later success in school is highly dependant on the development of these special abilities, the preschool teacher has the clear responsibility of actively stimulating and assisting their growth in the preschool child.

The Detroit preschool language program requires that children receive specific planned opportunities each day to improve their language skills. These activities may be formal and/or informal in nature, but they must contribute to extended growth. Generally speaking, a teacher would work with subgroups of children at these times.

The language specialist in the preschool project has developed a series of lesson plans for small groups. These plans are shared with preschool teachers at in-service education workshops and through demonstrations in the preschool center by the language specialist. These language lessons contribute to a systematic extension of language skills.

Kindergarten

As a child moves from preschool to kindergarten, language activities continue to play an important role. Since all disadvantaged children are not able to participate in full-time preschool programs, kindergarten teachers must develop programs which compensate. Broad and consistent efforts to maintain a creative, dynamic approach to this problem are maintained. Introduction of science, art, music, rhythm, and social studies workshops broaden the conceptual development of children in the kindergarten and thus contribute materially to ability in language skills.

During the winter of 1967, the kindergarten supervisor of the Detroit Public Schools prepared material which concentrates on sequential language skill development at the prereading level for use by teachers in the primary unit within the kindergarten and beyond. It suggest activities for group games and discussions and for individual and group action with materials and equipment at hand. Prereading must not be offered incidentally. This activity must be planned with scope and sequence and structured into the daily program whether in the kindergarten or beyond.

Many children, both disadvantaged and advantaged, need extensive amounts of concept development previous to the

introduction of formal reading programs. Teachers are encouraged to study the needs of their children and offer the instruction these needs demand.

Primary

As children move through the nongraded unit, materials and procedures which will contribute to their school success are offered. Some experimental projects are currently underway. One is an attempt to use materials which reflect a multi-ethnic approach. Children, especially those growing up in as diverse a community as Detroit, need to appreciate the fact that all people stand equally high on a human value scale. It is essential that children develop a positive self-image; therefore, beginning at the preschool level materials which present various ethnic and racial groups as contributing members to society are purchased. Detroit was instrumental in the production of one of the first multi-ethnic school reading series. Materials in this series entitled City Schools Reading Program were developed and written by Gertrude Whipple and a team of Detroit teachers. These materials are used throughout Detroit schools.

To assist the primary unit teacher in her efforts to develop basic word attack skills, a cooperative teaching plan has been worked out with Detroit's Educational Television Department. A television program, Reason and Read, offers a series of word analysis lessons designed to supplement the regular reading program of the school. Reason and Read is designed to teach four word recognition skills. These are meaning clues, word form clues, structural analysis, and phonetic analysis. Each skill is introduced at its elementary level and consistently developed over the year. The series is suitable for teaching pupils in the year following kindergarten, for re-teaching slower pupils in the second year after kindergarten, and as remedial teaching in grades three and beyond. Reason and Read is conceived as a team-teaching project. The 70 lessons are considered the responsibility of the homeroom teacher and the television teacher, each augmenting the work of the other. A fringe benefit to the use of this television program is the in-service education it offers. A wide variety of creative teaching techniques is used and suggestions for extension into the classroom are offered.

In addition to the use of a basal development series and a television supplement, teachers are encouraged to individualize the use of reading books as much as possible. To assist the teacher in this task, room libraries of selected trade books have been provided. To aid the teacher in determining individual difficulty of each of the books, they have been positioned according to the vocabulary covered in the basal series. Paste-in vocabulary lists have been sent to each teacher to

paste on the inside of the back cover of the book. Thereafter, a primary unit teacher may tell at a glance the difficulty of one of these books in relation to books the children are currently studying, a process which places her in a good position to guide the individual reading of her students. Each school is able to add to its individual room libraries through an allotment of funds on a per-pupil basis.

Basic Reading Demonstration

Currently a large-scale experiment to evaluate the effectiveness of six reading mediums in the teaching of early reading is being conducted. Among the six are the following methods: phonetics, linguistics, programed, initial teaching alphabet, Unifon sound symbol, and basal developmental (eclectic). Approximately 4,500 students are involved in this experiment in 19 schools.

The reading experiment is entitled the Basic Reading Demonstration Project and is funded under the Elementary-Secondary Education Act. The project design calls for a thirty-school-month study of the six approaches. The experimenting classrooms received additional supplies and publications, consultant services for experimenting teachers, classroom lay aides, additional workshop and in-service training, inter- and intra-school visitations, additional library materials, and other services and materials recommended by the experimenting teachers.

Three mental ability tests and four reading achievement tests will be administered in the thirty-month study. It is hoped to determine whether one of these instructional methods is superior to all others for teaching inner city children or if a combination of methods or differentiation according to aptitude levels will be the most appropriate approach to use. If conclusive evidence regarding the complete superiority of one method fails to materialize, each of the mediums will be analyzed to determine what specific aspects hold promise. Early indications indicate that each medium is able to capture the enthusiasm of the teaching staff assigned to it. On the whole, the children appear to be doing equally well in the six mediums. It is too early in the study to rule out the Hawthorne effect upon teachers and students in the Basic Reading Demonstration Project. Following the conclusion of the thirty-month study, what portions of each medium contribute most towards reading success among inner city children can, perhaps, be determined.

Lay Aides

The Department of Early Childhood Education in Detroit is currently experimenting with lay aide service in each of three levels: preschool, kindergarten, and above kindergarten.

The concept of the proper use of lay aides is a broad one and is directly related to helping children extend their language skills. Initial efforts in this area in Detroit have often made the lay aide simply a room housekeeper, relegated to cleaning paint brushes or helping children put on snowsuits. Through an extensive in-service education program, efforts to upgrade the services rendered by lay aides have been sought. Under the extended concept, the aide is asked to work directly with children individually and in small groups to strengthen and reinforce teaching done by the teacher. These actions may take several directions. Aides may monitor small group activities while the teacher is working with the rest of the class. They may supervise the use of audiovisual equipment, such as filmstrip projectors, tape recorders, listening posts, and phonographs which are used as supplementary teaching devices in the classroom. Aides may help children who have been absent to catch up on work. They prepare, under the guidance of consultants and teachers, teaching aids to be used in the classroom. In these ways the aides directly effect the instructional quality of the classroom. Evaluation of aide service by the teachers involved at all levels has resulted in a wholehearted endorsement of the aide program. This endorsement has one qualification and that is that the assignment of aides to a classroom must carry a concurrent assignment to an in-service training program to enhance their ability to serve. It should be noted that in-service training in the appropriate use of aides is necessary for the teachers, also.

Communication Skills Centers

The impact of federal funds on the improvement of education and in specific reading skills has been great. One of the recent important innovations which came into being, not because it was inspired by federal funds, but rather because federal funds permitted a previous inspiration to become reality, is the communication skills project. The Detroit Communication Skills Project is an experimental project to help students become better readers. Any student in grades three through twelve in project regions who needs additional help may be a candidate for a communication skills center. Students must be reading at a level which is significantly below their estimated capacity. They are brought to the center by buses one hour on two days of the week. Each center is staffed with experienced Detroit public school personnel. The staff offers expert diagnosis of strengths and weaknesses and prepares suitable individual reading programs for each child. A wide range of specialized services helps the teacher to bring about significant improvement. These services include a social therapist, a psychologist, a neurologist, a pediatrician, and an ophthalmologist and adequate clerical help. To assist the professional staff in their efforts,

many kinds of equipment are housed in the communication skills center: controlled readers, tape recorders, filmstrip projectors, and other visual equipment. Class size, ranging from six to ten pupils, offers teachers an opportunity to give maximum guidance to each student. Future plans involve bringing this specialized service to children in an earlier grade than the third. Reading difficulties must be diagnosed at the earliest possible moment before inadequate and unsuccessful reading patterns develop.

As a supplement to the communication skills centers, Detroit offers a summer school experience for a selected number of primary students who are having reading difficulties. The children attend a reading class three days per week and are under the guidance of effective reading teachers. The wide complement of specialized services and equipment available within the centers is not available in the summer school classes.

Reading Consultants

Another federally funded project which has had a tremendous impact upon reading improvement and reading teaching is one which places a reading coordinator full time in an elementary school. The reading coordinator assumes the responsibility under the principal's direction for stimulating reading improvement in the school. She works not only with reading teachers but also with special subject teachers to help them understand the relationship between the student's general reading ability and his work in a specific subject area. The reading consultant, in addition to providing in-service education for the teaching staff, deals with children in small group situations. She works on the task of evaluating individual pupil progress and offering diagnostic service leading toward greater individualization of reading instruction to meet apparent pupil needs.

Variations in the use of reading specialists may be easily recognized. In Los Angeles there are 208 reading specialists and eight reading consultants assigned in poverty areas to meet the needs of disadvantaged children in grades 1 through 3 with reading difficulties. The reading specialists in Los Angeles meet small groups of primary children (five to eight children) daily. These specialists have responsibility for conducting parent conferences, for coordinating school team efforts of the counselor--a child welfare worker--and for acting as a resource to the regular classroom teacher.

The reading consultants there are responsible for ongoing in-service education within each geographic area and for working closely with the primary academic supervisors. They also act as a resource to reading specialists.

Research

The Detroit Public Schools cosponsored with the Merrill-Palmer Institute an experimental project to determine whether specific training-teaching procedures could increase the cognitive competencies of kindergarten children. The specific competency to be worked upon is the ability to classify and deal verbally with symbols. The development of this specific ability bears a great relationship to success in later reading.

Five schools were selected to participate in this project. Four of the schools tested specific training techniques, and one school constituted the control group.

The four schools in the experimental group used four different training procedures. In each instance, the training procedure was carried on for twenty to thirty minutes per day for one month. The training procedure was conducted with small groups containing five or six children. School A dealt with specific concrete objects; School B dealt with pictures of the same objects; School C dealt with pictures and objects; School D dealt with role-play techniques; and School E was the control. The specific instructional procedure used in Schools A, B, and C was to help children verbally classify the objects or pictures which they handled or viewed by means of open-ended questioning by the teacher. School D spent an equal amount of time in role playing sessions under the guidance of a teacher skilled in this technique. The control group continued to receive the regular kindergarten program under the guidance of a skilled kindergarten teacher. A test of classification and symbolization ability developed by Merrill-Palmer Institute was used on a pre- and post-test basis.

Each kindergarten teacher, including the control teacher, was provided a full-time lay aide. The lay aide monitored the class while the teacher provided the direct instruction to the small group in another part of the school building.

The results of the post-test indicated that Groups A, B, and C had a significantly better gain than Groups D and E. In addition to significant differences between the experimental groups A, B, and C and the control group, a within-the-class control group was maintained and tested. The within-the-class control group was composed of students who did not participate in the small group training program. Significant differences on test scores were found between experimental and control groups within the same class as well as between the experimental and control schools. In addition to greater test gains, the teachers involved in the experiment indicated that the children chosen to participate had become more verbal, more willing to respond, and less shy and that they seemed to "blossom out."

The students selected for participation in this experiment to determine whether an intensive small group training session could be used to enhance the cognitive competency of the least able children as measured by the classification test were those who were at the very bottom of a rank order of children taking the test. Data indicated that by using this technique it is possible to upgrade the functioning level of inner city children. Further experimentation in additional schools will be carried on during the 1967-68 school year to replicate, if possible, the gains achieved during the 1966-67 school year. It is anticipated at this time that teachers will seek to implement this curriculum adaptation as soon as practical.

One school in the study was so convinced that this procedure had great value that it has extended the opportunity to all children in the kindergarten in the belief that this strengthening of student ability to classify and verbalize will result in better reading achievement, not only for the less able but also for the average and more able students.

Evaluation

Data on reading achievement of children in the lower elementary grades attending school in large urban areas are relatively limited. The regular achievement test program of the Detroit Public Schools, for example, begins at the fourth grade level. In order to obtain some baseline data regarding the reading achievement of children in the second year above kindergarten in the Detroit Public Schools, the Department of Early Childhood Education administered a reading achievement test in November 1966, to a sample of students at this particular level. The purpose of this testing program was to collect data which would provide helpful information for the continuing evaluation and growth of the reading program.

One hundred-ten schools were selected at random from an alphabetized list of Detroit elementary schools. One class within each of the 110 schools was selected at random for participation in the reading assessment. A sample comprised of 3,233 primary unit children or 15 percent of the public schools' population in their second year above kindergarten took the reading test.

The California Reading Test, Lower Primary - Form X, was used in the assessment. This test has two major divisions: vocabulary and comprehension. A total reading score combining the two divisions presents an appraisal of general reading ability. The raw scores were converted to grade placement units in terms of school years and months to simplify presentation.

The reading achievement grade placement mean of all the children in the sample was 1.8 (first grade, eighth month). This level may be compared to the national norm of 2.2 (second grade, second month).

When individual class means were ranked in terms of achievement level, an expected wide range in achievement level could be readily noted. This wide range of achievement was found to occur when the data were separated into those schools eligible for Title I funds under the Elementary -Secondary Education Act and those not eligible for Title I funds. In fact, the range of 16 months in the non-Title I schools exceeded by one month the 15-month range found in the Title I schools.

To assist the Detroit staff in interpreting the test results, an additional factor was taken into consideration--the aptitudes of the children as measured by the Test of Primary Mental Abilities developed by Science Research Associates. This test was administered to the children in the spring of 1966. On the basis of achievement on the Test of Primary Mental Abilities, children received an aptitude letter rating. The aptitude letter ratings range from A through E, with A and B representing above average and D and E representing below average. Reading test results were grouped and tabulated according to the letter ratings of the students. On this citywide sample primary unit children grouped in the C+, B, or A aptitude classification achieved at or above the national norm.

When the test data were examined in terms of sex and aptitude letter rating, it was found that the mean achievements of the girls exceeded those of the boys by 1 to 3 months in all except the A letter grouping. This information tends to substantiate most research findings on this subject.

A similar reading test program will be carried on in the fall of 1967. At that time large numbers of children who have participated in preschool programs in Detroit will be taking the test. It will be interesting to observe whether any significant differences are found between the reading achievements of children who had the opportunity to attend preschool either during the regular year or during the summer Head Start program and those without preschool experience.

Toward the Future

A look to the future in Detroit shows an increased and continuing emphasis upon early childhood education through greater interest in extending academic competence of young children. Reading, or course, is the important target area. There is a greater recognition of the fact that inner city children have a much greater potential for success than

formerly recognized. A major and striking movement to substantiate this recognition is reflected in a Model Schools Proposal accepted by the Detroit Board of Education in the winter of 1967. This proposal, which will become effective in September of 1967, will have as its prime component a drastic reduction in class size with concomitant curricular and instructional adaptations. The model schools will have prekindergarten programs and kindergarten classes of fifteen, primary unit classes of fifteen (former grades 1 and 2), and classes of twenty-five above the primary unit. Extensive plans are under way to provide much in-service education of teachers, administrators, and lay aides assigned to this project. Additional specialized services will be afforded the school similar to those presented in the Project Head Start guidelines. A large-scale adult and parent involvement component will seek to reinforce, strengthen, and extend efforts to reach the primary goal of the Model School Project--improved academic achievement.

Detroit educators firmly believe they can upgrade the learning on the part of inner city children by means of the components described in this report.

CURRENT PROGRAMS AT THE MIDDLE-GRADE LEVEL

Millard H. Black

Los Angeles City Schools

A STUDY of programs in the Los Angeles district and review of descriptions of those in many other parts of the country, lead one to conclude that the boldest, most innovative programs are not being introduced at the moddle grades; that many middle-grades programs are part of imaginative citywide programs encompassing many grade levels; and that administrators have sensed the importance of preventive teaching in an attempt to eliminate or at least reduce the need for remedial instruction which has traditionally centered on the middle grades.

For these reasons, this report will include programs at levels other than the middle grades.

Improving Reading Skills Through Various Approaches

Summer Study Centers. Summer school, formerly a time when pupils made up subjects they had failed or received tutoring in weak areas, is being changed as a result of federal legislation. With the aid of federal funding, Los Angeles has been able to provide in some schools continuing summer educational programs which had been discontinued because of inadequate local funds. The nature of the programs offered has changed. Emphasis now is on a compensatory program for pupils who are socially and educationally disadvantaged, with the area of greatest concern being in the development of skills in the tool subjects, especially reading. A project designed to improve pupil achievement in reading and to assess the strengths and weaknesses of the program was conducted in forty-eight schools during a summer month in 1966.

Three different programs were designed, all of them having the same general objectives and all of them using instructional supplies, materials, and equipment of the regular ESEA Reading Specialist Program. These included reading materials designed for individual use; linguistic readers; high-interest, low-vocabulary books; multi-ethnic reader sets; basal reader series; films; records; and a variety of trade books. One day of preservice and one day of in-service education were conducted for the reading teachers. Regularly assigned supervisory personnel assisted in establishing the project and in the in-service training program.

Among the programs established was one termed "Regular Reading," to which 240 teachers were assigned. The teachers

worked daily with small groups of pupils in grades two through six, with classes varying in size from eighteen to twenty-four pupils and meeting for one to one and one-half hours daily.

As in all three areas of this project, evaluation of the "Regular Reading" was subjective and used instruments designed to collect information of these variables: 1) teacher evaluation of pupil reading skills; 2) parent questionnaires written in both English and Spanish; 3) teacher evaluation of the program; and 4) principal evaluation of the program. Teachers rated pupils in these areas: comprehension skills, ability to recognize contextual and configuration clues, phonetic analysis skills, vocabulary skills, reference skills, informational skills, reading interest, and care and handling of books. In all variables, the mean post-ratings were higher than the mean pre-ratings. Parents reported that their children benefited from the program, were in the program most needed, and that the program should be continued the following summer.

Twenty-nine teachers worked with classes of from twelve to fifteen pupils who met daily for one to one and one-half hours in "Reading Improvement" classes. Special diagnostic, evaluative, and corrective measures were provided for each pupil, who varied in regular grade placement from tw through sixth grade. Pupils in all programs were selected by the reading teacher on the basis of available test data and on the recommendations of classroom teachers. The recommended pupils then were screened by the reading teacher using the informal reading inventory and other similar instruments. Final selection was made by the reading teacher and the school principal. On the instruments described earlier, both teachers and parents expressed satisfaction with the program.

As the third part of the project, a "Remedial Reading" program for grades two through six was conducted by nineteen qualified teachers. Instructional groups varied in size from six to eight pupils, who met for periods of one to one and one-half hours. The program was considered successful by teachers, administrators, and parents.

Reading Specialist Program. This program, funded under ESEA, Title I, is a large-scale attempt to arrive at one solution to the problem of inadequate reading skills among pupils in disadvantaged areas in Los Angeles. Some of the objectives of this program initially funded in 1965, are 1) to provide immediate and early attention to pupils who exhibit difficulties in learning to read; 2) to insure the maximum success possible in reading achievement for all pupils in the primary grades; and 3) to provide skilled, specially trained teachers to improve progress in reading and language skills. The program is based on the thesis that it is possible to reduce the degree and severity of reading

retardation if pupil difficulty is recognized at an early stage and if such pupils can at that time be removed from the regular instructional group and receive special assistance.

The term reading specialist should not be misinterpreted. The corps of 208 teachers who were funded for the year 1966-67 performs a specialized service and receives a special in-service training program, but not all have completed graduate work in reading. All of them have, however, demonstrated in their own classrooms special competence in teaching reading.

In August, 1966, a two-week in-service training workshop for the specialists was held. The reading consultant for the ESEA project coordinated the program, and worked in conjunction with district personnel and with outside consultants. Areas in the workshop were the characteristics of disadvantaged children; the identification of physiological, psychological and educational needs; the mental, physical, and educational growth of children; special diagnostic and instructional techniques; and multimedia materials of instruction.

Teachers in the project were provided many somewhat informal instructional resources which had been organized by the Divisions of Elementary Education and Instructional Services. Among these were suggestions for informally assessing skills important to reading readiness and for strengthening those skills in which pupils were found to be deficient. These skills included such categories as motor development; visual and auditory perception; and discrimination, visual memory, language usage, and auditory memory. Other material, prepared in the briefest possible form, included suggestions for determination of the reading level (the informal reading inventory); a suggested structure of the word recognition program; a suggested procedure for teaching the letters of the alphabet; proposed procedures for use in a basal reader lesson, in a language-experience approach to reading instruction, and in a kinesthetic approach. Also included were various check lists to assist in identifying specific strengths and weaknesses.

A major aspect of the Reading Specialist Program was the inclusion of specialized materials of instruction. The materials were selected by a committee of teachers, supervisory personnel, and librarians. The logistics of supply present one of the major problems of inaugurating any such major program; because of the delays in funding, it has rarely been possible to have all of the materials designed for any one program available during the first semester. Items purchased especially for this program were initially grouped into four categories:

1. Materials providing a varied approach to reading, with strong emphasis at the beginning reading level and selected

for pupils who have a meager experiential background and minimum language skills. Included were a beginning language kit; a linguistic reader series; a series presenting a multi-ethnic soci[illegible]; high-interest, low-vocabulary books of the reader type; filmstrips and records for the development of language; and many single copies of easily read books.

2. For children who had had instruction but who were experiencing reading problems at the primary level another kit was developed. This included a primary reading kit with a wide range of difficulty which facilitated individual progress; two high-interest, low-vocabulary reader sets; a linguistic reader series; a traditional development series; and filmstrips and records, as well as individual titles.

3. Materials extending from beginning level into the third and fourth grade levels were assembled into a third kit. These included linguistic story books; high-interest, low-vocabulary readers; a wide-range reading kit; and filmstrips, records, and individual titles.

4. A fourth packet provided books and pictures which are designed to encourage cultural-social understanding and enrichment for children who are reading on preprimer through second grade reading levels. Included were two multi-ethnic developmental reader series; a supplementary linguistic series of story books; a set of study prints about Los Angeles; and a series of books which are centered in New York City. These latter were included to provide opportunity to discuss likenesses and differences among these two large cities.

Various supplementary materials also were provided as balances of unexpended funds became available. These materials were specifically chosen to encourage cultural-social understanding and enrichment, as well as language development. Tape records, record players, filmstrip projectors, and such instructional supplies as paper, crayons, felt, and ditto masters also were provided selected schools according to the age-grade of the pupils involved in the program.

Evaluation of the 1965-66 program has been completed. While largely subjective in nature, one objective instrument was employed. One objective of the program was insuring "maximum success in reading for all pupils in the primary grades." Median vocabulary and comprehension scores for third grade pupils in 11 of the 14 participating schools in May, 1966, were higher than for pupils in the same grade a year earlier. The difference was significant at the .05 level. Improvement in all areas of reading except reference skills was reported by both classroom teachers and reading specialists. Almost eight hundred parents responded to an evaluation questionnaire. Ninety-one percent reported that their children had benefited from the program; 93 percent,

that their children had enjoyed the program; 97 percent would have their children continue in the program; and 95 percent would recommend the program for other children.

Improving Communication Skills Through
the Language Experience Approach

Oral Language Experiences. Realizing the overwhelming importance of adequate oral language skills as the basis of all classroom learning, one elementary area in the Los Angeles City Unified School District has undertaken an experimental program for stimulating oral expression in reading, English, mathematics, science, and the social studies. The bulletin which was prepared for teachers states

> The material offered...is based upon the premise that each of our children is involved in a program which gives him varied experiences and encourages him to talk about these experiences. How the suggestions offered are to be utilized must be determined by the teacher who knows the needs of his children, of his school, and of his community.

A practical recognition of the vast range of individual differences is evident in the format of the publication. While designed for use in grades one through six, the suggested learning experiences are arranged in three ability or skill levels rather than in the traditional grade-level fashion. The following reading activity is suggested at level one to develop vocabulary: Provide each child with magazines, paste, scissors, and a booklet he has made previously containing a letter on each page. Ask the children to cut three pictures of objects beginning with the letter on the page and paste them into the booklet. During evaluation time children share booklets, select an object, and use its name in a sentence. At level two to simulate verbalization of imagery the teacher reads Crow Boy by Taro Yashima and draws the children into a discussion by asking questions to which the children respond. Level three represents an equally great increase in ability of pupils to use language to express their own thoughts.

Language-Experience Approach. Convinced that the language-experience approach to reading was desirable for the pupils in their district, sub-divisions of the Los Angeles City Unified School District initiated efforts to develop understanding of the technique among primary teachers in the area. Through repeated demonstrations to school principals and through workshops held for teachers of first and second grades, skill in the use of the approach was developed. Today, it is expected that teachers will use only this technique during the first six weeks of the first grade. Through modifying the approach, pupils in most classes by that time will have

developed sight-recognition of the words in the preprimers of the Ginn or the Allyn and Bacon series, which are co-basal in California. Following the successful introduction of the preprimers at a semi-idependent level, the 850 teachers continue the preparation of language-experience records at least twice weekly.

While they do not minimize the contribution the technique makes to the development of oral language skill, personnel of this elementary district emphasize the importance of developing word recognition skills as a part of the language-experience approach. Continuous use is made of a district publication which gives teachers detailed help in developing word perception skills and outlines in detail a word recognition skill sequence which can be used independently of the state series and the sequences in each of the co-basal series available to the individual teacher. Initially introduced at the primary grades, there is evidence to show that more and more teachers at grade three and the later grades are becoming skillful in the procedures.

Under Title I, ESEA funding, a pilot project to improve language skills, cognitive development and perceptual skills; to raise IQ's; and to provide research data for underprivileged Indian children has been instituted. The description which follows is taken from a letter from Joan D. (Mrs. R.W.) Baller, first grade teacher in the Hoonah, Alaska, public schools, and director of the experimental project.

> Hoonah is situated on Chicagof Island, 43 air miles west of Juneau. According to school records of testing and academic measurement, Hoonah falls far below that of the national average. Students rarely leave Hoonah upon graduation from high school for college or vocational work. Economically, geographically, and culturally, Hoonah is deprived. 124 families have an income under $3,000 and 89, under $2,000. Fishing forms the basis of their economy. Because of relative proximity to Juneau, the influx of change from a Tlingit tribal community to an American-influenced native village has been quite apparent. Potlatches, the economic basis of former tribal life, still exist; most others evidences of the Tlingit culture, however, have gradually disappeared. The natives are in a difficult adjustment period. The Tlingit language is spoken in most homes, but the children speak English, and, for the most part, have not been taught Tlingit. There still remains, however, the non-standard English being spoken among the children, and all the disadvantages faced in a bi-lingual situation are present. Little value is placed upon education, and upon reaching high school age, the apathy is very apparent and difficult to approach.

Mrs. Baller then described the values of the language-experience approach, which she was using with her class.

> With the 14 children in my first grade, standardized textbooks are utilized occasionally, but there is no attempt to control vocabulary through repetition. A wide variety of reading material, representing many different authors and writing styles, are used. Independent writing and spelling are introduced early. The curriculum is an interwoven program in which no area is separated from the whole. Experiences are constantly being extended to broaden understanding and vocabulary.

Mrs. Baller taught these children the previous year in kindergarten and utilized the language-experience approach, working to develop badly needed oral language and listening skills. During the first grade the following experiences and activities have provided the stimulus for the total integrated program.

1. Classroom Experiences: a) cooking and "tasting times" to compare vegetables and fruits, textures and flavors, and coconut and pineapple from Hawaii; b) monthly book selections sent to the class from state library; c) extensive use of the tape recorder and record player; d) use of fifth graders as classroom helpers to come daily for one hour to take dictation, read, listen to one or two children read, assist with writing stories, act as leaders in the classroom games, or read filmstrips; e) typewriter use for experimenting with letters and words, spelling, and writing; f) use of audiovisual equipment and resource people such as a librarian, firechief, a specialist in plastics, or an old Tlingit tribal leader who teaches the children Tlingit to demonstrate the function of language adaptability and to preserve what appears to be a dying language; and g) correspondence, such as with the first grade class in Olita School in La Habra, California, and with a first grade in Kapaa, Kauai, Hawaii.

2. Trips: a) one big trip, such as a trip to the famous Mendenhall Glacier just outside of Juneau after extensive study on glacier formation; and b) at least two more trips, one to the public library and museum and one to a doctor's office.

3. Unit work including experience stories: a) incubation of chicks and study of embryology; b) dinosaurs fossils, prehistoric life (fossils of Alaska sent to children in California); c) waves, sound waves (frequency, amplitude); d) electricity and magnetism; e) economics (Scientific Research Associates, Inc.); f) glaciers, volcanoes, land formation and rock formation; g) sounds around us; h) plastics; and i) Hawaii and California.

Using Phonetic Materials

A major change in reading scores in two large cities which have experimentally used a particular phonetic system of reading instruction is reported.

In September 1962, a pilot study of these phonetic materials was inaugurated in one class of each of the first four grade levels in Boston; two of these classes were situated in disadvantaged areas, many of the children coming from families who recently had moved into the area. The other two classroom groups were from average families who had lived in Boston for generations. In April 1963, the range of scores on a grade one word recognition test ranged from 2.4 to 3.7, with a median score of 3.6; sentence reading scores ranged from 2.5 to 3.9, with a median score of 3.6; and paragraph reading scores ranged from 2.2 to 4.4, with a median score of 3.8. The average range of scores of the combined subtests was from 2.4 to 4.0, with a median of 3.5. The national norm at the time the test was administered was 1.7.

Because of the apparent success obtained from groups participating in the pilot study, the experiment was enlarged to include seventeen culturally different administrative districts, somewhat less than one third of Boston's 57 elementary school districts and comprising 162 school buildings and more than 45,000 elementary school children. Coincidentally with the curriculum change, the district reports that in the schools which are involved in the compensatory program, a junior grade has been established between kindergarten and grade one and between grades three and four. Class size has been reduced to 25; many new books, materials, and educational equipment have been supplied; and various enrichment and remediation programs have been adopted.

After evaluating the results of the expanded experiment, materials were adopted on a citywide basis. Books were purchased by individual schools in Boston, after they had been placed on an authorized list which is compiled under the direction of the Department of Elementary Education. It is reported that all school subdistricts in Boston are required to use the phonetic materials which were used in the experiments discussed above.

The chief problem in introducing any radically different instructional medium or program into a school system is that of preparing teachers to use it successfully and comfortably. In the program reported above, the publisher assumed responsibility for acquainting teachers with the material and for providing in-service training during the first semester of its use. Three meetings each year for teachers in grades one through six were held. The first meeting was held in September, teachers meeting according to grade levels for

approximately one hour after school. The second was held in November and the third in January. Continuing individual help was provided, either on a conference or on a demonstration basis.

Developing Communication Skills

Enrichment Programs for Disadvantaged Pupils. "I know the teacher is sick, but can't we just go and sit in the room? We have such a good time there!" These kinds of statements coming from children in a so-called poverty school? This from children who are presumed to dislike--at the very least--the teacher and to evade school on the least pretext? What kind of curriculum, what kind of teaching, evokes such a positive response from pupils in a school within a low socio-economic area?

Under ESEA, Title I, the Los Angeles City Schools have developed two projects which have as their purpose the finding of those elementary pupils "who have some spark of potential and structure that potential into emerging, growing, and developing..." and the stimulation of "a change in attitude toward learning." While the program is now only in its second semester and no formal evaluation has been undertaken, subjective evidence indicates that it is indeed helping to lift the educational and social horizons of the pupils for whom it it was designed. The program seeks to identify in a given school the top 30 to 40 children who indicate potential in some area and who have demonstrated their ability to profit from the intensive help of a teacher. Six objectives of the program follow.

1. To raise the level of readiness in order that the pupil may progress from one level of learning to another at a more rapid rate, assisting him to internalize values which will sustain growth toward maturity.

2. To develop liaison with classroom teachers in each of the cooperating schools so that the experiences provided in the enrichment classes are supplemental and an extension of the regular curriculum.

3. To acquaint teachers with the objectives and techniques of the enrichment program so that all school experiences and activities will become a coordinated whole.

4. To place more responsibility for learning upon the pupil and to guide him into utilizing more fully the goals for learning.

5. To improve the efficiency of learning by helping the pupil organize meaningful "wholes" from the many parts of his life and education; acquainting the pupil with a variety of choices which he can utilize in making decisions; training

the senses to receive, interpret, and relate impressions accurately; capitalizing upon the dynamic and direct approach which disadvantaged pupils usually bring to the learning situation; making learning more meaningful through pupil involvement in exploration and discovery; broadening the pupil's knowledge and understanding through school journeys; and developing the ability of the pupil to make more meaningful comparisons, delineate contrasts, and make analogies.

6. To establish rapport with and psychological safety for each pupil in order that his full range of abilities may emerge and develop.

Pupil selection was the joint responsibility of the principal, the regular staff of the school, and the enrichment teacher. Formal testing was not used, although continuing reference was made to the pupils' cumulative record folder. A number of informal check lists were developed to assist in identifying these potentially high achievers; the following criteria appear on one of these check lists: 1) Learns rapidly and easily; 2) Does some academic work considerably in advance of the class--if in grades one or two, at least one year in advance, and if in grades three through six, at least two years in advance; 3) Uses vocabulary considerably beyond age level; 4) Knows about many things of which other children are unaware; 5) Is original. Uses good but unusual methods or ideas; 6) Reasons things out, thinks clearly, recognizes relationships, comprehends meanings; 7) Asks many questions. Is interested in a wide range of things; 8) Is alert, keenly observant, responds quickly; 9) Retains what he has heard or read without much drill; and 10) Has outstanding talent in a special area(s), such as art, music, creative writing, or dramatics.

Twenty-nine teachers work in the two projects. Project Three, employing 17 teachers, is for pupils in grades 4, 5 and 6; Project Four, with 12 teachers, is for pupils in grades 1, 2, and 3. Generally, Project Three teachers are assigned to three schools, working in each one and one-half days per week, while Project Four teachers are assigned to two schools, dividing the week among them. In-service training and coordinating the program with classroom teachers occupies about one-half day per week.

In schools in which a language deficit is generally observable, groups may be as small as five; more frequently, classes will approximate ten, because the language skills of the children who have been selected to participate are somewhat above those of their peers. Each child meets with the enrichment teacher at least twice weekly.

One objective of the program has been to relate specialized instruction to the learning activities of the regular class-

room, so that the pupils in the enrichment classes may be aided in perceiving the unitary aspect of the elementary curriculum.

Other objectives of the instructional program include provision of a responsive listener who tosses back questions and suggestions to guide the pupil into greater growth and achievement; dialogue with the pupil in as many one-to-one relationships as possible; making the pupil aware of his successes and his areas of adequacy; helping the pupil to perceive the school and learning itself as sources of personal satisfaction; and provision of opportunities for exploration and manipulation.

The curriculum emphasizes the language-arts and literature, science, mathematics, and citizenship. A special budget for school journeys was included in the funding of the program. Visits to the following are typical: the Naval Station at Long Beach; the airport; the CBS radio-television complex; the police headquarters building; Marineland; the Huntington Library; Griffith Park and the Planetarium; a food processing plant; an oil refinery and the harbor; the beach and tide pools; City Council meetings; and the fire station. Much effort has been expended to show members of minority groups in positions of responsibility and leadership.

The stimulation of all the language-arts areas is perhaps the chief characteristic of the classes. Extensive use at all grade levels is made of the language-experience approach to reading and to communication. Activities which have been employed in the middle grades to develop reading skills include 1) reviewing all new books which come into the school library and reviewing tape recordings; 2) adopting a lower-grade classroom in the parent school and writing and tape recording original stories for children in those rooms to enjoy; 3) writing original stories, after hearing many stories read by the teacher and listening to many recordings and tapes provided in the enrichment room (In a number of schools, these original stories--hand lettered, illustrated, and bound by the authors--are acquisitioned into the library, where other pupils may borrow them. An author's tea was held in one school; parents were invited to hear the pupils discuss their books.); 4) preparing and illustrating original stories on rolls of acetate film to be used on the overhead projector; and 5) presenting original plays through the use of puppets made by the pupils. (Some teachers have made their own portable stages. It has been observed that pupils more retarded in the use of language express themselves more fluently with a depersonalized puppet, such as a witch, a stylized animal, etc.)

Equipment which has been found valuable includes transistorized, battery-operated tape recorders, which may be used on field trips to immediately record impressions; overhead and microprojectors; viewlex units; transcription and record plays; and Instamatic and Polaroid cameras.

Observers report that the classes are effecting major changes in attitudes of the participants toward themselves and toward school. Fighting and screaming children have become responsible members of the school community, who realize that they can achieve worthwhile goals and can express themselves in a manner which wins the respect of both the pupils in school and the teachers.

A Training Program for Teachers

A Title I Summer Project (1967) in the Oklahoma City public schools demonstrated a practical recognition of the fundamental importance of effective, specialized training for teachers who work with pupils with special needs. The objectives of the project, as defined by the language-arts committe, were twofold: 1) To train reading specialists for eight reading centers to be established under Title I; and 2) To train teachers and develop lesson plans for a seventh grade language-arts curriculum block. It was recommended that 150 language-arts teachers be permitted to attend the project from June 5 through June 30, 1967.

The organization of the institute involved two strands or tracks. Sixteen reading teachers comprised the first strand. Nine of these staffed the eight reading centers, while an additional seven teachers were trained as back-up teachers in the event of resignations or vacancies for other reasons. The second strand was composed of teachers who worked in a projected seventh grade language-arts block. A description of the reading center and language-arts activities follows:

> Pupils to be taught in the reading centers will be of normal intelligence but will have developed retardation in reading because of their environment. Classes in the centers, in which both remedial and developmental reading will be taught, will be limited to 15 pupils. The seventh grade language-arts block has two purposes. The first is to provide a more adequate length of time in which to teach the many communication skills. The second purpose is to bridge the gap between the self-contained elementary school classroom and the departmentalized secondary school program. During the two fifty-five minute periods, the same teacher will present continuous, unitary instruction in the skills of listening, speaking, reading, composition, spelling, and

literature appreciation. Designed to be creative in nature, the block will embody classes structured according to the level and background of pupils.

Evaluation of the first strand of the institute is being effected through assessing the growth in reading of pupils during 1967-68 and by determining their improvement in the content areas of the curriculum. In addition, faculty of the project consisted of fifteen specialists in reading; composition; language structure; literature; the process and structure of language-arts block organization; and spelling. The staff was supplemented by local district staff personnel.

A Summer Reading Program

Read for Recreation. Are public school libraries designed basically to support the educational program of the schools or may they serve a broader function? Are the books the libraries contain to be read only in the months between September and June or can their usefulness be extended through July and August? Are the books in a library there for safe-keeping, as the gold in Fort Knox or the first editions in a collector's locked cabinets, or can the school district risk the loss, maltreatment, or deliberate destruction of an occasional copy? Are certificated librarians the only persons who may seek to bring together a child and a book?

All of these questions were faced in 1959 in Los Angeles. Teachers and playground leaders were concerned that the school-centered playground program did not provide for any reading activities, a request which continued to arise from the children who attended the playgrounds. As the problem was explored, many of the traditional questions were raised. All who sought to find a solution were aware of the great capital investment which was lying idle. They were equally aware that the school district itself, bound by a low tax ceiling and seeking to stretch its income to cover the needs of as many children as possible, could not provide librarians in the elementary schools, the age level at which the greatest need obtained. Due to a peculiarity in the tax structure, funds were available in the Youth Services Branch of the district because of a special tax which could be imposed by the school board, a tax which was supplementary to that for traditional school purposes.

Library personnel feared the loss and damage of books; some administrators were concerned over the possibility of damage to buildings. And these concerns were not without justification. However, agreement was reached to try a summer library program for children in grades one to eight in selected schools. Teacher-librarians were paid from

recreational funds. Evaluation by the Youth Services administrators, the teacher-librarians, school administrators, and district library personnel, and the children who had used the service indicated that the project was an overwhelming success.

Each year the summer library project, "Read for Recreation," has increased. In 1966, the program functioned in 169 libraries in all areas of the city; perhaps its greatest service was in the depressed areas of the city where citizens traditionally make the least use of library facilities and services. Library books, color filmstrips, story records, and storytelling activities were available during the ten weeks which comprise the program. Libraries are open for one to three hours each day, the schedules being tailored to meet the location of the school and the interests and needs of the boys and girls within the community. The relative location of public library facilities also was a factor in determining in which schools the project would operate.

Books were circulated for home use, the only requirement being the completion of a parent consent form which listed the responsibilities for the proper care of books. During the ten-week program in 1966, 201,736 attendance units were reported and a total of 137,547 books were circulated. An incentive for continuing participation was an award certificate issued to children who read ten or more books; 17,479 such certificates were issued.

Each library was staffed by a certificated elementary school teacher, selected by the area Youth Services Specialist and the principal of the cooperating school on the basis of demonstrated interest in working with children and books. Two general training sessions and four workshops were conducted by Library Section Coordinators for the 117 new teacher-librarians.

At the conclusion of the 1966 program, an evaluation was obtained from all the teacher-librarians who participated. All persons involved reported that the program was highly beneficial and should be continued. No major conflict with the playground program is observable. The following data summarize the reactions to selected questions included in the evaluation instrument.

What were the children's reactions to the library program? Highly favorable, 93; favorable, 72; unfavorable, 2.

What were the parents' responses to the program? Highly favorable, 78; favorable, 83; unfavorable, 3.

How well did the children accept responsibility in the care and prompt return of books? Very

conscientious, 61; satisfactory, 100; negligent, 8.

How much did the audiovisual materials enrich the program? Very much, 63; some effect, 61; little effect, 29.

How well did the library activities correlate with the playground program? Very well, 61; satisfactory, 80; conflicting schedules, 19.

What is your opinion of the job assignment? Very enjoyable, worthwhile, 124; satisfactory, 37; needs improvement, 3.

NOT JUST GOOD SCHOOLBOOKS BUT SUPERIOR INSTRUCTIONAL MATERIALS

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TYPICALLY one turns to research to help solve educational problems, but in this case the authors have a scarcity of evidence from which to draw and are limited in not having a great deal of experience with disadvantaged children. Moreover, views are limited by the existing materials which were examined.

The plan of the paper arranged itself quite logically in the following manner: a look at the disadvantaged reader, regarding both his personal-social characteristics as well as his learning characteristics; a selective look at some current materials; and finally, some recommendations for materials for the disadvantaged.

A Look at the Disadvantaged Reader

Personal and Social Characteristics. Who is this child and what is he like? He has been termed disadvantaged, deprived and different regarding his culture, his social status, and his intellectual opportunities. He may attend an inner city or target area school in any large city, a rural school in Appalachia, an Indian reservation school in Arizona, or in a once prosperous iron mining town in northern Minnesota. It is certainly obvious that he is not exclusive to any one race, nationality, or locale (12). Caution is called for in avoiding the "tyranny of group or class name," for not all members of a group have characteristics attributed to the group.

Without attempting to overgeneralize or create a picture of the typical "disadvantaged child," take a closer look at one of these potential contributors to future society and see what it is that makes him tick. Perhaps his cumulative folder will lend some insight into his behavior and attitudes.

"Tommy" is eleven years of age and in the fifth grade. An early bout with pneumonia accounts for his being a bit overage. Tommy is the third oldest of seven children and lives in a multiple-dwelling area. These recently constructed apartments extend over a three-block area and contain approximately 5,000 people. In addition to his mother, five brothers, and a sister, the household also contains his grandmother and aunt. In the blank on the cumulative folder marked "occupation

of father," one notes "whereabouts unknown."

A look at the anecdotal remarks made by former teachers is quite revealing. His second grade teacher comments that "he seldom contributes much to classroom discussions and appears frightened when asked to speak to the rest of the class" and that "directions must be repeated several times before he understands what to do." A language deficiency, at least in terms of classroom performance, is indicated here--both aural and oral (8,10,19). What impact this drawback has on his school success and his relations with others one can only guess. His present teacher points out that he is able to make himself understood with his peers by the use of abrupt, forceful language. The third grade teacher notes that "he just doesn't seem to care about school," that "he can't seem to work alone," and that "he tires easily." Reading into these remarks, one can hypothesize about such things as lack of self-motivation (2: 73), differing cultural values from those of the school and teacher in what is considered important, and perhaps, from the last comment, lack of proper food and rest. The correlation between a poor reading score and an empty stomach and tired mind must be exceedingly high.

The fourth grade teacher remarks that "Tommy expects failure; success, to him, appears out of reach"; "he seems rather self-conscious about his race, his clothes, his abilities--his whole personal worth."

These personal and social characteristics have a great impact on the development of the child, his responses to school, and the kind of materials needed to teach him. It is difficult to disentangle these social and personal factors from those which follow: learning characteristics.

Learning Characteristics. What is it that characterizes the disadvantaged child as far as academic success and learning are concerned? Another look at Tommy's cumulative folder may reveal some of the answers. As measured by a "standard" reading achievement test, Tommy, while in fifth grade, is currently reading at the middle second grade level. The first grade teacher remarked that Tommy was unfamiliar with the content and words contained in the reader. The experiences essential to success in initial reading were evidently not present in Tommy's background as he began school. The preschool years are of significant importance in the development of an alert, discriminating mind. Psychologists speak of stimulus deprivation existing in the homes of many disadvantaged youngsters, as well as language deprivation. Bloom notes that the parents of the disadvantaged child fail to provide "corrective feedback" (2). Deutsch (7) also notes that the disadvantaged home is not verbally oriented. This language deficiency pervades all aspects of school life, both social and academic. The ability to grasp the abstract is highly

related to one's mastery of language, and to Tommy reading must have been a very abstract activity. Listening skills are also essential for success in initial reading (14). Tommy's teacher points out that he "seems to tune me out at will." Doing so may be a result of avoidance of an unpleasant situation which Tommy has learned at home. Coupled with this language deficiency are inadequately developed perceptual skills, auditory more so than visual (11). Tommy simply has not developed the habit of attending to things auditorily or visually in a discriminating fashion (4,5,17). His lack of "cognitive stimulation" is evident in all school tasks (9). Due to a barren home environment and inadequate background of experiences, Tommy has a difficult time grasping such concepts as square, mountain, zoo, or library. Some of what Tommy does read he remembers, but usually only facts or insignificant details. He is unable to perceive things critically.

Referring once again to the cumulative folder, we note that Tommy has been tested three times with a group intelligence test and each time has scored lower than previously. While he has improved on achievement test results, the gains have been negligible; and he has gotten further and further behind his classmates. Bloom has termed this phenomenon a "cumulative deficit" (2: 20).

On questioning the teacher about the optimum conditions for success in reading, she reports that Tommy responds best under the following conditions: there is a readily observable task which needs to be completed; he receives frequent evaluation until the accomplishment of this short-range goal; he is allowed to utilize concrete materials; he is given some tangible reward; and the task is of relatively short duration (13).

In order to create this optimum learning situation for Tommy, as well as 20 or 30 others like him in the same classroom, even the most outstanding teacher needs the assistance of superior instructional materials.

A Selective Look at Some Current Materials

Only in recent years has any attempt been made to provide reading materials geared to the needs of the disadvantaged child. While some strides have been made in this direction, for the most part, they have been very limited (1,6,15).

Keeping Tommy in mind, consider some of the existing materials which the disadvantaged child might use in his attempts to learn to read and compare these materials to the essential characteristics presented earlier. Materials have been selected which evidently have the disadvantaged child as a "target population." Bank Street, Chandler, Skyline, Ginn, and Scott, Foresman are representative of the material

available for this target population. Discussion of the material reviewed is divided into social objectives, skill development, and additional considerations.

Social Objectives. There is a great deal of variability in the realism and "meaningfulness" of stories contained in the readers examined. The "content relevancy" of the materials to the child's background of experiences is also variable. Can one reasonably expect one set of materials to meet the backgrounds of children from Appalachia and Manhattan? Whether a story contributes to a child's self-concept is difficult to determine, but it appears that the material needs to be meaningful, motivating, and relevant (3).

The Ginn and Scott, Foresman readers have not made any drastic changes in making their stories approach realism for the disadvantaged child. Adding two or three Negroes or other children of multi-ethnic origin in the illustrations may aid in identification with the characters of the story. For the middle class child the stories may be appropriate, but for a boy like "Tommy," they may not be. Perhaps such materials are better for showing the multi-dimensionality of American life rather than teaching disadvantaged children. Nor are the stories always within the background of the experiences of the disadvantaged child. Again, contrast the range of settings for culturally deprived. The so-called language-experience material, as represented by Chandler Company, is, of course, quite realistic through the use of actual photographs. However, it appears to be a somewhat shallow or different kind of realism than one seeks. It is hardly material which constitutes "good story stuff," or which might elicit a response such as "I can hardly wait to turn the page to see what happens." The City Schools Reading Program was, of course, one of the pioneers in attempting some sort of provision for the disadvantaged reader. This admirable project represents only the beginning of what is needed. It allows for more than the usual amount of character identification but at times may not appear meaningful enough for many of the disadvantaged population. The stories, characters, and setting are very much like that seen in the traditional program. The value of such material, even though it may not fulfill all standards, has been demonstrated by Whipple (20, 21).

Both the Skyline and Bank Street series contain stories and illustrations which are particularly realistic. Motivating a child to read these materials would not appear to be a problem. Boys especially would find them attractive. These are a step in the right direction in providing appropriate background and setting. Some important lacks of these materials are mentioned later. Material borrowed from social studies, such as the Urban Education Studies, Holt Urban Social Studies,

or Silver Burdett books and large pictures, lend much realism, raise significant issues, and provide for stimulating language and writing activities. Used properly they can be valuable adjuncts to the reading program.

Skill Development. The Detroit, Bank Street, Ginn and Scott, Foresman series all balance skill development with social learnings, whereas the Skyline and language-experience approaches provide very little direction in the mastery of reading skills. The degree to which language development is emphasized is variable. Ginn, Scott, Foresman, Detroit, and Bank Street all contain very worthwhile suggestions as to how language skills may be improved. The Bank Street manuals gear its suggestions more directly to the disadvantaged child. While the Skyline, Chandler, and supplementary materials lend themselves well to language development, what is done is left up to the teacher.

The Detoirt and Bank Street readers, divided into "skills and social objectives," and "story values and skills and principles," respectively, present the reader with essential skills to be developed, as well as vital, meaningful issues that need solving.

Some readiness skills, such as auditory and visual discrimination, ability to follow directions, and habits of attention and persistence, are assumed previously developed by the Skyline series and in varying proportions by the others. Ginn, Scott, Foresman, Detroit, and the Bank Street programs provide the most thorough prereading activities, although the latter is more specifically geared to the disadvantaged.

Another essential characteristic of reading material for the disadvantaged is that the instructional tasks need to be well defined. The Detroit, Bank Street, Ginn, and Scott, Foresman programs are all well organized and provide the teacher with much assistance. The Skyline and language-experience programs are highly unstructured, and much is assumed of the teacher in providing skill development. It should also be pointed out that the supplementary materials are just that--they do not constitute a reading program and should not be used as such.

Sequential growth of skills is axiomatic of sound reading instructions. The Detroit materials do provide this sequence, but the series at present stop at the end of grade one. Similarly, the Bank Street readers provide a logical, systematic sequence of skills, only to stop at the end of the third grade. The Skyline and Chandler materials lack this sequential development. The authors of the Skyline series point out that theirs is not a basal program but merely a supplementary or cobasal text. While the stories are interesting and well written, the series do not provide for a sequence of skill development.

The Ginn and Scott, Foresman series present a planned sequence of skill development which may succeed if the child finds the reading material related to his background of experiences and if the program moves slowly enough.

While all of the series examined claim to present reading as only one aspect of the language arts, there is much variability in the extent to which this condition is true. The Bank Street readers' suggestions of appropriate children's books to read with each story were particularly appealing. Both listening and writing activities of a carefully planned nature were mentioned, but only negligibly. The other basal series provide much more integration of the language arts.

Additional Considerations. A sound reading program necessarily provides for the success of the learners. For disadvantaged children, who have experienced frustration and failure, this condition is doubly important. The Detroit materials, like the language-experience program, attempts to give the child a feeling of accomplishment through the use of shorter books. The Bank Street program attempts to insure initial success by providing readiness activities in common prior to the first preprimer in order for the children to gain familiarity with the words to be used. The Ginn and Scott, Foresman materials try to guarantee success through a carefully controlled skill program. None of the series examined made use of tangible rewards. These may, of course, be used by individual teachers. It is very difficult for disadvantaged youngsters to see the value of learning for learning's sake.

Research has indicated that disadvantaged children have a shorter attention span than do their middle class counterparts. In order to cope with this short attention span, a variety of activities are needed. It appears that a great deal depends on the classroom teacher, although the chances are greater she will do a better job if she has concrete suggestions from which to draw. The Detroit, Bank Street, Ginn, and Scott, Foresman series offer the teacher a wide variety of activities from which to choose within the independent activities suggested. However, the framework for the presentation of each story is quite standard: introduction, guided silent reading, story discussion, rereading of story, skill development, and independent or related activities.

As indicated earlier, due to a scarcity of objects in the home and the lack of experience, the disadvantaged child has a difficult time forming concepts. In order to foster the development of these essential background experiences it would seem imperative that these children be allowed to manipulate objects, toys, and various cards which are related to specific stories they read or, merely, to develop a general awareness of things around them. Certainly the inventive teacher will

devise something, but all too often one cannot rely on the teacher's ingenuity or time to do so. The Bank Street readers have developed simple card games and team games to coincide with each of the stories. Very large pictures have also come onto the scene. The Detroit materials, language-experience, Urban Education Studies, and Silver Burdett have all produced these attractive pictures. One must, of course, determine whether they are making a unique contribution to the reading program.

In order to know he is making progress, the disadvantaged child needs frequent evaluation. His goals need to be short-range, at least to begin with. None of the materials examined provided systematic, frequent evaluation. It is assumed that the teacher will carry out this responsibility. Much of the material does not lend itself to easy evaluation, such as the rather long stories in the Skyline series.

Outside of the large pictures and the books themselves, little has been done to attract the children's attention. One needs to be cautious of gadgets and gimmicks (16), yet some attention-getting devices can serve a unique, useful purpose. A rather unexploited area which the Chandler material utilizes in a limited way is the single concept idea, a four-minute, 8 mm. color film.

Materials become effective only in the hands of a competent teacher, but the probability of having a stimulating classroom is enhanced by effective teaching aids. Among those contained in the series examined were large pictures of the story characters, phonic cards, speech improvement cards, albums of poetry and narration, and workbooks of varying sorts. It would appear that there is a need for an extension of some of these ideas, as well as the inclusion of omitted aids. The listening center, for example, could be used with small groups to develop auditory discrimination and ability to follow directions. The 8 mm. single cartridge offers a wide array of possibilities, both for skill and concept development. The use of overhead transparencies can certainly attract the attention of the youngsters, as well as providing sorely needed writing activities in the primary grades. Once again, they must make a unique, worthwhile contribution to the reading program. An extension of the "games" idea is also in order, as well as the use of objects which can be manipulated and which have something to do with the stories read.

Recommendations for Materials

A number of questions can be posed to serve as guidelines in the selection and creation of instructional materials for the disadvantaged child.

1. Social Objectives

   a. Is the material motivating, realistic, and meaningful to the disadvantaged reader?

   b. Is the material relevant to or within the child's background of experience?

   c. Does the material contribute to the positive development of the child's self-concept?

   d. Do the stories allow for easy identification, especially for boys?

2. Skill Development

   a. Are the stories based on language which is familiar to the child? Is systematic training in language development provided?

   b. Is the material balanced between cognitive and social learnings?

   c. Does the material provide for training in auditory and visual discrimination?

   d. Is an attempt made to develop the child's attention and persistence? His ability to follow directions? Or are these assumed to already exist?

   e. Is the material well organized?

   f. Does the material provide for sequential growth? Is there training from the beginning in higher order reading skills?

   g. Is there an integration of the language arts, thus including listening, speaking, reading, and writing?

   h. Does the material provide for multiple approaches in reading instruction?

3. Additional Considerations

   a. Does the material provide for ready success?

   b. Are there a variety of activities offered?

   c. Does the material provide for the manipulation of objects?

   d. Is there frequent evaluation?

   e. Is the material attention getting?

   f. Are additional teaching aids provided?

In addition to the questions given here, Dr. Whipple, Chairman of the program, suggested these additional questions

of vital concern: Do the stories contain realism? Is there an opportunity for identification with a family? Do the stories provide the reader with an exciting climax?

Conclusion

Research Needs. For the educational research, "reading materials for the disadvantaged" is indeed an area of vital concern. Materials and instructional techniques are based in large measure on conjecture. It is necessary to know just what kinds of material best enhance the child's self-concept, what the effect of tangible rewards are on the reading performance of these children, and what role the classroom teacher can play to promoting optimal growth. These are a few of the many questions for which answers need to be found.

A Note of Optimism. Lest teachers of the disadvantaged feel despair and go back to classrooms far less enthusiastic than when they left, take heart! Although existing materials are not completely satisfying to teachers' needs nor those of the children, gains have been made in recent years. Gains will continue to be made if the demand for more and better materials continues. In addition to looking for help from the publishing houses, teachers of the disadvantaged need to work together, share ideas, experiment with new approaches, utilize additional personnel, establish better relations with parents and the public in general, and be resourceful! One teacher even went so far as to start his own publishing firm to create materials especially designed for his pupils (18). Whatever is done for these children is going to be done by the classroom teacher. By combining the best of the existing programs, drawing from a variety of sources, and creating one's own materials, forward movement will result.

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BREAKING THE COLOR BARS IN THE ALL-WHITE WORLD OF CHILDREN'S BOOKS

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THOUGH the grammatical construction of the title implies a contemporariness, it also indicates the ongoing character of the theme. And this connotation is as it should be, for the idea is not new; it is a continuous process that reflects the social context and the times. A.S.W. Rosenbach, that indefatigable collector of children's books, recognized this, for he stated in the preface to his catalog the following:

> More than any other class of literature, (children's books) reflect the minds of the generation that produced them...hence no better guide to the history and development of any country can be found than its juvenile literature (6).

An analysis of the ways in which the nonwhite minorities are treated in children's books reveals the prevailing social tone, the public conscience, and the aspirations of groups. According to some sociologists, the pattern of social upward mobility for any group in this country has followed a certain sequence. The new migrant who did not know the language, regardless of his training or competency in his native tongue, first obtained a job requiring a strong back or manual skills. As he learned the language, he capitalized upon his previous training or education and, with increasing language competence, gained upward mobility both economically and socially. As he progressed, he was replaced at the lower occupational levels by more recent migrants than himself. This pattern has been true of the Irish immigrants in Boston and New York, the Italians in Philadelphia, the Scandinavians in Minneapolis and Seattle, the Germans in Milwaukee, the Czechs in Chicago, the Orientals in San Francisco, and the list could go on.

The most recent mobile groups, however, are different in two respects: they are native Americans and therefore, inmigrants rather than immigrants; and they are nonwhite. These are the Puerto Ricans and the Negroes, though some Spanish-Americans, Orientals, and American Indians fall into the same category. However, the last three groups, and the American Indian in particular, have not been in evidence on a national scale and, consequently, tend to be forgotten; nor have they formed a concentrated pressure group.

As each ethnic or racial group has moved upward, the newcomers assume the lowest rung on the ladder and become the scapegoats for those who have completed that stage in their progress to assimilation. And each group has suffered the indignity of derogatory nicknames from Wop, Kike, lace-curtain Irish, to dumb Swede! Admittedly, the nonwhite character of the current mobile groups adds a new dimension of difficulty that cannot be ignored--that of permanent identification with the group, regardless of upward mobility.

It is against this background that the children's books dealing with the various nonwhite groups must be viewed. In order to make the analysis in a somewhat orderly fashion, the types of books have been classified into four categories, in ascending order of effectiveness in developing an understanding of other peoples. In each category, only representative titles can be mentioned, for the number of books is increasing annually as the concern becomes more widespread than previously; and categories are not mutually exclusive, for several works could be classified differently and in more than one category.

The four categories used here are 1) books which give information about nonwhite groups, including old tales and folklore; 2) biographies of well-known persons from minority groups; 3) books purposely focused on some problems faced by the minority group; and 4) books in which nonwhite persons are treated as any character ought to be--as an individual in his own right and not as a stereotype.

Background Information

Background information about any group can be obtained in several ways--from myths and folktales, from statistical reports, from books containing accurate accounts sometimes documented with firsthand reports, from stories laid in the locale, or from books designed to impart information in fictional form. Such information is necessary if a group is to be understood by members of another group, for each person is part of his heritage yet also contributes to it. Factual information about the history, the traditions, the mores, and values aid in clarifying motives and explaining actions that, in turn, contribute to understanding.

Immigrants to the United States brought with them their own culture--their language, costumes, recipes, and stories. The folktales, particularly of Northern Europe--Grimm, Perrault, Jacobs, and Asbjornsen and Moe--have been incorporated into the literary heritage of all Americans, not just those of German, French, English, or Norwegian extraction. The folktales of newer arrivals from Italy, Greece, Czechoslovakia, Yugoslavia, and other Southern European countries are just beginning to become know, while the folktales of the nonwhite groups are even less well known, partly

because there are so few really classic sources for them. Folktales reflect the culture as well as describe the wishful desires and aspirations of the people. Such tales arose from cultures more primitive than those of today, and hence deal with fundamental, basic problems and universal truths in simple fashion. This fact is just as true of the tales from white groups. The barrier that exists in this area lies not so much in the type of story itself as in the fact that only recently have any from nonwhite groups been made available.

The Negro folktale hero who can nearly hold his own with Paul Bunyan is John Henry, that super track-builder. Yet beneath this simple story lies the greater problem faced by all workers of his time--replacement by the machine. Even John Henry's brawn was not enough, and the various versions of this story end on the note that machines will eventually supersede man. There is a new edition of John Henry for ages five to eight, illustrated by Ezra Jack Keats, that will introduce this hero to young readers. Those who wish may point out that it is typical to have the personification of man's labor depicted by a Negro, for he has done so much physical labor in his day; others will note that the hero is of their own making, which reinforces the notion that literature reflects the mores and values of a people. Yet the basic appeal to children is not the race of the character but the suspense of the story.

Tales of other minorities include a Mexican one, The Boy Who Could Do Anything by Anita Brenner; a Chinese one, The Treasure of Li-Po; Japanese ones, The Dancing Kettle or Momotaro, the Peach Boy; and an American Indian story, Thunderbird and Other Stories by Harry Chafetz. Many of these are relatively recent books; this condition may be interpreted to mean that there was no one who would write them down, that there would have been little interest in them had they been collected, or that these were considered not suitable for children. While all three reasons have been valid at one time or another, the fact that now there are beginning to be published collections of folktales from many lands indicates a growing awareness and appreciation of this form of literary tradition. The recognition and the acceptance of books from nonwhite cultures are a step forward. The collections of Harold Courlander, tales from various sections of Africa such as The Cowtail Switch and Other West African Tales, are additional examples.

Other stories treat later eras, sometimes factually, sometimes in fiction, yet each gives pertinent information regarding the minority group that aids in understanding their problems and the way in which these arose. One of the dramatic periods in the history of the Negro is that time preceding the Civil War. The classic Uncle Tom's Cabin,

which has been described by Abraham Chapman (1) as "rooted in the heat and passions of the controversy against slavery," was a landmark in mid-nineteenth century novel writing and "remains significant as an expression of the moral eloquence and passion of the anti-slavery sensibility rather than as an exploration of Negro characters" (2). The book continues to arouse discussion; and while it was not written for children, there are abridged versions that were. However, other books specifically for children have tried to humanize the problems faced by the runaway slaves. Stories of the "underground railway" such as Thee Hannah by Marguerite de Angeli, By Secret Railway, or The Undergrounders are examples. To varying degrees, these stories recreate the fears and tensions that accompanied this infiltration northwards. One of the more dramatic accounts is Harriet Tubman: Conductor on the Underground Railroad, the story of one who, with unfaltering courage, led so many to freedom.

M. B. Young's The First Book of American Negroes traces the history of the Negro and points out problems, in both North and South, of the discrimination faced by children and adults. He also lists some of the famous Negroes who have made contributions to this country, while North Star Shining, by Hildegarde Swift, recounts in free verse the accomplishments of the Negro race, the individuals, and the heroes of World War II.

Most of these books antedate World War II and were written between 1945 and 1960. During this period, there was a prevailing climate of the importance of freedom; some Americans had come to realize the position of the Negro because of difficulties encountered by the armed forces as they began to desegregate; and there had grown up a generation of Negroes who had had the benefit of education and had become spokesmen for their group.

More recently, in 1964, the first of a two-volume documentary, edited by Milton Metzer and entitled In Their Own Words: A History of the American Negro, was published. The volumes are composed of documents by and about the Negro. The first volume starts with the first time Africans were brought to the Colonies in 1619 as indentured servants and ends in 1865. As has been pointed out, it was not until 1640 that a runaway Negro servant was sentenced to serve his master for life (3). This type of factual evidence furnished a much-needed objective account to balance some of the fiction and the sometimes sentimentalized or overemotional approaches to the treatment of the topic.

A similar documentary of the American Indian, for example, might jolt some Americans, just as does the pictorial representation showing the location of Indian tribes at intervals from the Jamestown settlement up to their incarceration on

reservations. These maps indicate the progressive inroads made by the white men as they pushed the frontiers from ocean to ocean, east to west, and crowded the Indians closer and closer together.

Of the American Indians, perhaps the Navaho has been written about most often for young readers, yet few children have an accurate picture of Navaho contemporary life and problems. Sonia Bleeker has done children a real service by writing about tribe after tribe, not only in the United States but also in South America. These books present information regarding the homes, customs, traditions, and other ways of living that bring the past up to date. Children who read these books can see some of the struggle between greatly different cultures faced by the Indian children who grow up on reservations.

There are few similar books regarding Spanish-American or Oriental children in the United States. The background books for these groups deal with Mexico and Puerto Rico or Japan and China and are aimed at the history or contemporary culture there, without mention of the migrant population. There are books like Mei Li, a little girl of old China, or The Chinese Children Next Door by Pearl Buck. For Japan, Miriam Burris has recommended The Golden Footprints by Hatoju Muku and The Cheerful Heart by Elizabeth Janet Gray as giving "a good realistic feeling of life in Japan" through "vivid textual descriptions" and others, like Tami's New House and The Forever Christmas Tree, whose faithful illustrations capture the spirit as well as the details of living. Junichi, a Boy of Japan tells, chiefly through the photographs, about the home and school life of a thirteen-year-old boy in Kamakura.

Anothe facet of information about the background of people can be obtained through their poetry, for here are mirrored their suppressed hopes and dreams. For the Negro, four of their famous poets have collections suitable for children: Langston Hughes' The Dream Keeper, Paul Laurence Dunbar's Little Brown Baby, Arna Bontemps' The Golden Slippers, and Gwendolyn Brooks' Bronzeville Boys and Girls. Throughout these run strains of frustration, resignation, yearning, and hope, with occasional humor coming through.

For the Japanese, Haiku has had an increasing popularity in this country recently, not only with young children in the elementary schools but with college students and adults as well. This simple, yet elegant, form with its seventeen syllables subtly conveys some of the Japanese character; and through the study of this verse, children obtain some appreciation of the Japanese culture.

The first category of books is notable chiefly because their development indicates a growing awareness of the need for a body of knowledge about the backgrounds of nonwhite groups,

for real understanding is based upon knowing the facts.

Biography

According to studies of child development, children at age ten are extremely impressionable. This is the age of hero worship, of idealism, of choosing a future vocation, regardless of how unrealistic it may be. These preadolescents need heroes with whom they can identify, and they choose television and movie stars and sports figures, as well as heroes of science, medicine, and others in the world of work.

Biographies offer minority groups this identity, too, but it is only recently that many biographies of Negro leaders have been published. Just a few of those published by Messner Company alone include Booker T. Washington, The Story of Phyllis Wheatley, Ralph J. Bunche, Fighter for Freedom, Dr. George W. Carver, Jackie Robinson of the Brooklyn Dodgers, and The Roy Campanella Story. Others have been written about Marian Anderson, including her autobiography, and there is the story of Tituba of Salem Village, which tells of a slave from Barbados who was tried as a witch in Salem in 1692 but was saved by a former master.

The treatment in the biographies is generally detailed, factual, and sympathetic, and for good reason. The persons chosen as the subjects merit the attention and accolades, but the fact that they have been recognized indicates the growing awareness of their places in American life. Most of these biographies have been published since 1950, and the group includes both historical and contemporary figures. However, there are still relatively few women as subjects, but this is true for white groups as well.

The biography that stands way above the others is not one of a great national or international figure but the story of an African prince who was sold as a slave in Boston. He eventually purchased his own freedom when he was sixty years old, then set about to free others as he could afford it. It is the story of Amos Fortune, Free Man, by Elizabeth Yates, based upon his important papers and factual data, with some extrapolation and interpretation. While some cruelty is included, there is also the master who treated his slaves well. In speaking of Amos, Miss Yates said, "He lived the only force that is greater than any bomb: simple affection, deep-hearted love. Modes change but not values, and all that he stood for in his day is vital to ours: those 'inalienable rights' whose achievement is part of the long mountain we are all climbing as we emerge from our various forms of slavery into the fullness of freedom" (7). Amos emerges from this book as a personage in his own right, and the story demonstrates that an outstanding author can tell the story of a

simple man with empathy, grace, and style.

Biographies of Spanish-Americans and Orientals are few and far between, though Genghis Khan and the Mongol Horde is one example.

Biographies of American Indians fare better, if one does not consider the contemporary era. These are Pocahontas by the D'Aulaires, Squanto, Friend of the White Men by Bulla, Winged Moccasins: The Story of Sacajawea, Crazy Horse, Geronimo, Sitting Bull, Cochise, and War Chief of the Seminoles: Osceola. Without exception, these portray the fishing and hunting stage of their development and their attempts to evade eviction by the whites. Almost the only contemporary Indian about whom a biography for children has been written is Jim Thorpe, but perhaps some day the rather tragic story of the Indian who helped plant that flag on Iwo Jima in World War II will be told. The dearth of biographies of modern Indians may be due to the fact that those who might be subjects resist it or have become so assimilated into the population that they no longer identify with their native group.

So the background obtained through biography, coupled with the information regarding the country, together enhance the readers' knowledge of the nonwhite Americans, and with knowledge may come a more complete understanding than ever before possible.

Problems of Nonwhite Groups

Some authors have plunged headlong into problems of various kinds faced by the nonwhite child in a predominantly white society. For the Negroes, The Adventures of Huckleberry Finn, though of another era, illustrates this type. The discovery is made by Huck that the Negro Jim is actually a human being and that it was his own identification with Jim that led to his conflict with the prevailing attitude of the South. In the contemporary group of books about the Negro that approach the problem of discrimination is Marguerite de Angeli's Bright April. This is the story of a little Germantown girl whose family has all the positive characteristics like cleanliness, honesty, thrift, and industry. Yet April faces discrimination for the first time in her Brownie troop. Though the ending may be a bit "pat," it is satisfying to the children, and they begin to realize that Negro children have feelings, too.

A somewhat more contrived story, though it continues to get good reviews, is Natalie Savage Carlson's The Empty Schoolhouse, a story of the desegregation of the small parochial school to which Lullah goes and the experiences she has in connection with this. May Justus' New Boy in School describes a Negro boy's adjustment when he finds himself the new boy in

an all-white class. Other stories of Negroes making their way in school include North Town, which tells of teenage David Williams' experiences in an integrated school in the North. He has a chip on his shoulder until he discovers he is accepted for his contribution, and so he makes a place for himself. Although the hero of John Tunis' All-American is not Negro, the problem of discrimination is a crucial aspect of this football story.

One of Lois Lenski's regional stories about America is Mama Hattie's Girl, which tells the story of Lula Bell. She lives in the South with her grandmother, then goes north with her mother to join Daddy Joe where she also meets prejudice.

Books about other minority groups include the one about Candida, a little Puerto Rican girl living in New York City, who has difficulty adjusting to city life. She attends classes in English where she is fortunate enough to have a fine teacher. The title of her story, Candida's Choice, refers to the decision she must make when she has the opportunity to return to Puerto Rico. She surprises even herself when she chooses to remain in New York, indicating that she has been able to make it her home.

The Gift from the Mikado, while not a great book, does show Japanese and western children, for the author was a missionary's daughter in Japan at the turn of the century. The title comes from the beautiful chest given to her father by the Mikado.

Many contemporary stories of Oriental children have rather mild plots and, while they may deal with realistic problems, are not often harsh. One is Blue in the Seed, the story of Chun Bok, a blue-eyed Korean boy who worries because his eyes are not black or brown like those of his friends. His mother explains that it is "blue in the seed," but Chun Bok skips school and gets into all sorts of mischief before he accepts himself and the fact that he is different. Of the conflict between two cultures, the Japanese and American, Vanya Oakes' Desert Harvest is a sample.

But of this group, it is ovtiously the Negro problem of integration that has received the greatest share of attention, even in books for children. Relatively few deal with problems of Spanish-American and Oriental children; and fewer still, with the contemporary American Indian.

Nonwhite Children as People

The last category includes books where nonwhite children are treated as people who have interests, feelings, wishes, and problems, just as any person in any culture might have. These are the bright spots among the books for children, for here we find real boys and girls, living and doing.

The pioneer book in this area is Two is a Team. Only by by the pictures does one know that one boy is Negro and the other white. They find, after they have upset the groceries, that it is better to work and play together than separately. Two other simple picture books by Ezra Jack Keats are about the little Negro boy, Peter. In The Snowy Day, which won the Caldecott Award, Peter goes out to play in the snow, takes a snowball home in his pocket, only to find it gone the next morning. In Whistle for Willie, Peter first learns how to whistle for his dog. Both of these show a little boy, who happens to be colored, doing what little boys do everywhere, with only the pictures to give clues as to his race. Another book of similar type is Gilberto and the Wind, by Marie Hall Ets, about a Mexican boy.

Two other books with Negro characters quite well drawn are Benjie, who finally succeeds in losing some shyness as he hunts for his grandmother's lost earring, and Roosevelt Grady, the nine-year-old migrant boy who wanted an education and a home.

Unfortunately, there are few of these books for older children, for at this level, the plots usually deal with problems of acceptance so crucial to the age. Some of these stories seem much more contrived than do the simple picture books for the very young.

Picture books of Oriental children that show the characters in the drawings include Nu Dang and His Kite, the story of a little Thai boy who loses his kite and sets out to find it. Everywhere he goes, when he asks if anyone has seen his kite, he meets the same answer, "No kite. No where. No kite at all." It could be just any boy with his kite, but the pictures show the countryside of Thailand.

So too, with Taro Yashima's Umbrella, that charming picture book of the new umbrella, or Little Pear by Eleanor Lattimore. While he is a little Chinese boy, he is basically only a little boy who gets into mischief, trying to exchange babies with his friend, Big Head. Crow Boy, while about a Japanese boy, could really be the story of any school group as insensitive to its own members as these children who did not realize, until the new teacher came to the school, that their long-time classmate could imitate the many cries and calls of the crow. It was thus he earned his name of "Crow Boy."

Still another book, this one for older boys and girls, is Elizabeth Foreman Lewis' To Beat a Tiger. The title comes from an old Chinese saying, "To beat a tiger, one needs a brother's help." The "tiger" here is the hunger following the Japanese invasion of China as experienced by a gang of boys. These boys, from different backgrounds and social levels, band together to eke out an existence by stealing

food and living in a makeshift shelter. They develop a working relationship and a code by which to live, yet the story does not mince words in describing the horrors of war and its aftermath.

Quite different in tone is Big Tiger and Christian, by Fritz Muhlenweg. This long book describes the adventures of a little Chinese boy and his friend, the son of a missionary doctor in Peking. They start out, innocently enough, to fly a kite in an empty boxcar and end up on a troop train bound for the front during one of the Chinese civil wars. These two meet all sorts of people but come through in fine shape, even carrying a message for the general. But the dignity and politeness of the boys and the humor of the incidents make this a most pleasant story in contrast to the problems faced by the boys of the gang in the Lewis book.

For books that treat Indians as family people, not as warlike enemies, there is The Courage of Sarah Noble, where Sarah's father left her with Tall John and his family while he returned to Massachusetts to fetch his own family and bring them to their new home in Connecticut. Then there is Indian Captive, by Lois Lenski, that tells the true story of Mary Jemison, who lived with the Indians for the remainder of her life, even when she had a chance to leave. There is also The Island of the Blue Dolphins, where the Indian girl lived a Robinson Crusoe existence until she was rescued at last from her island. And finally, there is the simple, rhythmical In My Mother's House, by Ann Nolan Clark, which contains the warmth and security of the family's hearth.

These are just samples of books that treat characters as individuals first, then as members of a nonwhite minority, without belaboring the point. The persons emerge as people one would like to meet and know, for they have gained the respect of the reader.

Concluding Comments

In a recent doctoral study David K. Gast analyzed the contents of 42 books of fiction published between 1945 and 1962 for children from kindergarten through grade eight. In the group of books were 16 about Negroes, 6 about Spanish-Americans, 2 about chinese, 5 about Japanese, and 13 about American Indians (4). Some of his interesting conclusions add emphasis to what has already been said:

1. The minority groups studied are portrayed as having adopted the dominant American values related to cleanliness, kindness, intelligence, ambition, hard work, and success.

2. American Indians, Chinese, and Spanish-Americans are usually shown as having lower socioeconomic status; Negroes, as either lower- or middle-class; and Japanese, as middle-class.

3. Japanese and Negroes are shown to be more assimilated into the dominant culture. The others are shown as clinging to traditional values.

4. With one exception, Negroes are the only minority group portrayed as seeking higher education. (This circumstance may be due in part to the number of teenage Negro books analyzed and to the lack of books about teenagers of other minority groups.)

5. Negro females are pictured as lighter skinned than Negro males, and social acceptance is the dominant theme of the books.

6. Male characters in books about American Indians and Spanish-Americans are emphasized and perpetuate the male-superiority tradition.

7. Recent children's fiction is more complimentary to minority groups than earlier works were, contain themes of brotherhood and equality, and emphasize the similarities among peoples.

In general, the treatment of minorities in these 42 books "dignified the differences in race, creed, and custom of minority citizens and, for the most part, emphasized similarities rather than differences between minority and majority Americans with regard to behaviors, attitudes, and values" (5).

Thus, the trend is clear. Following World War II, there has been a gradual shift in the treatment of nonwhite minorities in story books for children: 1) from traditional stereotypes, usually noncomplimentary, to more complimentary portrayals of characters as individuals; 2) from few books about some of the minority groups, especially those that treat contemporary times, to a greater number of books dealing with various aspects and giving factual information; and 3) from books viewing minority groups from afar and as removed from the general stream of society to books that place the minority groups right in the middle of contemporary life.

It is only as readers of any age obtain accurate information about nonwhite minorities, either through factual accounts, biographies, or stories dealing with current problems, that the complex problems of assimilation can be understood and each individual accepted for himself as a member of the human race.

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